



Folktale Text Transformation: Learning Model to Read Appreciatively

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Abstract. This study focused on the development of learning models to read appreciatively through folktale text transformation. This study was conducted as an effort to improve the reading skills appreciatively of 12th-grade students in vocational schools. This study was a mixed method research with the subsequential design. Data were analysed by qualitative and quantitative techniques with a *matching pattern of test-pretest post-test*. The results showing the difference values between Randomized Pretest and Posttest significantly. Based on this differences, can be inferred that the developed learning model of narrative text transformation was capable of substantially improving skills of reading appreciatively of 12th-grade students in vocational schools. Thus, learning models to read appreciatively through folktale text transformation was effective and fit to be used in improving skills of reading appreciatively.

Keywords: Transformation Text; Model of Learning; Reading Appreciative

I. INTRODUCTION

Several studies have concluded that students of class XII Vocational High School (SMK) has the ability to read appreciatively under KKM. Learning to read appreciatively rated less than optimal. Another problem arises in the teacher less creative in applying learning models; selected stories of teachers are not interesting to read students; psychologically prefer students in vocational learning activities that create creativity. As a result, do not create an atmosphere of active learning and creative. Other causes, at the end of learning students, are not given the strengthening and application of the meaning of the story is read in daily life. Responses that the students answered questions limited to reading so many students who cheat answer her friends when work on the problems, learning becomes less creative.

Learning to read appreciative applied in class XII SMK should be directed to the activity and creativity of students. Activities and creativity are developing skills toward an expected condition. Learning to read appreciatively to be planned according to the study defined "a plan or pattern that can be used to shape curriculums (long-term course of studies), to design instructional materials, and to guide instructional in the classroom and other settings" [1]. The design study model transformation text folklore through the reinforcement forms a picture story (TTCRPBCB) prepared by a merger between the concept of transformation of literary texts developed by Riffaterre [2] and Pradotokusumo [3] and the concept of learning model proposed by Joyce and Weil [1], Ricards and Rodgers [4] as well as the content and structure of teaching materials based on the study of the characteristics, structure, and presentation of teaching

materials. Learning Model Transformation Text Folklore by strengthening Form Illustrated Story (over rides from text to images) is. Transformation prose into comics forms through two process steps, namely (1) the structural analysis of the folklore. This stage is related to the structural analysis of the elements forming the story. (2) the process of moving to the written form in the form of images (comics). The theory is the basis for the removal of written form to form the image, are the stage modification and ekserp.

The development of this model was in line with the Vision, Mission, and Goals SMKN as the city of Tasikmalaya are basically the same. Vision: To produce graduates who have the national identity, able to develop local advantage and compete in the global market. Mission: to produce graduates who are productive, creative, and able to compete in national and global markets; have a national identity of the superior character. Purpose: to equip students for a career, independently are able to adapt in the workplace according to their field and able to deal with changes in society, as well as a competent work force corresponding membership program choice.

The application of the model aligned with context variables, process variables, and variable products based on the analysis of learning variables Gall et al. [5]. Studies focused on the context variable design study model of learning; the study focused on the process variable study teacher and student activities, and variable products focused on the study of students' ability to transform text into folklore picture story. Application of learning model illustrates the effectiveness, success rate, and the acceptability of the application of the learning model transformation folklore texts. Among these cooperative and collaborative learning

gather information, solve problems, think critically, and develop creativity [6]. Text transformation folklore conducted in the aspect of learning to read appreciatively through listening and reading. Application of this model was able to develop and create a variety of students' ideas. Students are also able to explore the values in folklore. Students can creatively express back ideas, ideas, and values of folklore. Transformation of folklore in the form of text over the discourse as creations of folklore in the form of illustrated stories.

II. RESEARCH METHOD

Mixed method research procedures have combination/mix procedure qualitative and quantitative procedures. Creswell at. al, [7]"Other writers emphasize the mixed method technique or methods of collecting and analysing data" [8]-[9]. The study design is as followed:

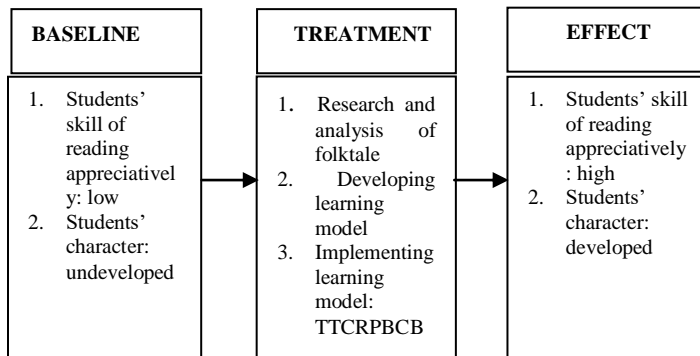


Fig.1 Research Design

Exploratory design that researchers use in accordance with the opinion of Creswell & Clark [7] as shown below:

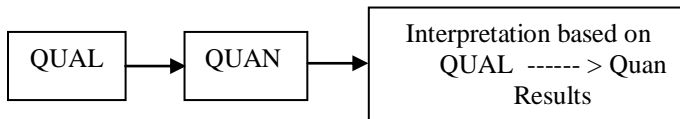


Fig. 2 Research Framework

The design of the exploration design subsequent. The exploratory design procedure is done through a two-stage approach attributed to subsequent explorative design. The research began with the search phenomenon in the form of qualitative data. In the second stage, the preparation of quantitative data. Furthermore, the results of research data, both qualitative and quantitative developed qualitatively.

III. RESULT AND DISCUSSION

A. Learning Model Development Results TTPCRPCB

Learning model developed is included in the model group information processing (information processing family) as a model of learning that emphasize more how to strengthen internal impulse students. Generally clumps helpful information processing model of teaching for self-development and social skillshelps students acquire information, ideas, skills, values, ways of thinking, the tools to express themselves, as well as ways of learning [10]. The development of this model has relevance prowess vocational students to the concept of communicative competence with a functional approach to language teaching. Brown states

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organization, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world[11].

Communicative competence in language learning has a goal to achieve the best communication, namely by providing referrals to speak. Not only the propriety user, fluency and accuracy in their true context. In the end, students need classroom learning applications for use in a real-world context through life skills in the world of work. Communicative competence through language skills.

Text transformation folklore is a form of critical reading / creative and creative writing. Aesthetic understanding, critical understanding, and pouring imaginative creativity. This is in accordance with the teaching model of information processing [10] with subknowledgesinetic based on the psychology of creativity [10] activity metacognitive develop cognition as an active process, critical, and creative[12]-[13]. Slavin [6]states that the cooperative learning model student. Among the strategies that are included in this category is to dig up information, creative problem solving, and critical thinking. In line with the cooperative learning model proposed Slavin in the category of active learning, creative and critical thinking, in educational psychology, Santrock [13] to include them in the information processing approach rooted in child cognition. On the basis of this association, this learning model applied in teaching literature appreciation.

Text Transformation learning model Folklore implemented in the core activities of learning study on 3 main phases. The main phases namely read, on reading, and after the read. Process activities in groups of students share the task of working on worksheets and planning (step) to transform text of a story with the following steps: (a) planning (in the order table), (b) prepare the scenario, (c) me-layout images, narration, and word balloons. With the guidance features creative students compose scenes picture images in accordance with the storyline. Final activity,

students take a final test (post-test). Furthermore, teachers and students reflect on learning. Phase fourth, fifth, and sixth events held outside school hours, outside the classroom, which is in the practical work (laboratory); sharing image results have been compiled. The results of the students' work are published on the web / or blog and magazine wall. Evaluation tool to measure: (1) the ability to read the appreciative students as an aesthetic activity-receptive and critical-creative; (2) the ability to transform text folklore through strengthening the pictorial narrative form, as the activity of the product; and (3) the ability to analyse the values of the story.

Learning model development folklore text transformation through strengthening the pictorial narrative form (TTCRPBCB) tested with the limited test, trial extends, and a validation test. During the process of development and test deployment, this model experienced two revisions. Revisions were made based on the test results; consideration/input from experts and student responses. The second revision is based on test results, the student responses, and input from teachers.

- a. The first revision made on the design stage of transformation and reading assignments. It is adjusted to the level of ease, and student needs. This revision is also based on student responses after limited testing. Stages draft text transformation reduced and simplified reading tasks.
- b. The second revision made in the form improve the application of the model. The main thing that the second revision made upon consideration on time lessonschedule. TTCRPBCB learning model application until the third phase of completing the tasks of reading and stages of transformation phase with enough time available. Student Activity Sheet (LKS) for phase transformation plan text, equipped with a guide examples of image features. Phase 1, Phase 2 and Phase 3 is the core activity of learning to read appreciatively. Phase 4 and Phase 5 activities resumed in practical work space. Phase 6 product publications displayed on the bulletin board and creativity contest.

B. Upgrades Reading Appreciative through Critical Reading and Creative Writing

The concept of reading appreciative Ricoeur as a basis for learning that leads to an appreciative view that reading is the interpretation of the type being-in-the-world (Dasein) is revealed in the text. He also confirmed that the understanding of the best will happen if the reader is in the self-understanding. For Ricoeur, literary reading involves the reader in the world prefiguration activity, and as a consequence of this activity, the questions of moral, philosophical, and aesthetic about the world, the actions be questions to be answered [14]. In addition, there is one more principle to be considered in relation to the understanding of literary texts is the notion of the "hermeneutic circle" initiated

by Dilthey and received by Gadamer. That is, the process of reading appreciative activity involves understanding, reasoning, interpretation, imagination, and psychomotor the literary text. In regard TTCRPBCB learning model, students are required to not only be able to involve themselves on the stages theory appreciation Moody [15] "... comprehend understanding ..." ie phases of information, perception, conception, and evaluation. Furthermore, appreciative of the reading process, students are expected to be able to express creatively back (read creative) into another form (text transformation).

The working process of the information processing a work process thoughts and feelings. Slavin [6] states that in verbal learning are among the learning visualization image in mind to improve memory. Many memory techniques which is based on the formation of the mental imagery to help remember the relationship. One method to increase the memory by using a depiction is to create a story to merge the information. Factors that led to meaningful information is information that implies more easily learned.

Learning activities emphasize on activities to transform folklore text form into another form. The final form of the text transformation activities in the form of illustrated stories. As the transformation model oriented literary texts on the theory of Joyce et al [16] belonging to the families or groups/clump The Information Processing Family Of Models. The concept of information processing (the information processing) included in the learning theories of cognition presented to Slavin [6] that the work poses a memory when receiving the stimulus will bring the perception that involves the interpretation of thought, experience, knowledge, motivation, and interest in, even the imagination. The information is understood and cared then transferred and stored the memory. Information stored subsequently processed and responded to, to draw conclusions in the context of verbal or visual.

Concretization appreciative reader on reading process combines aesthetic understanding, comprehension receptive, critical understanding and creative understanding. In reading the whole aspect of it processed to achieve specific goals through the stages (1) perception, (2) recognition, (3) comprehension, (4) interpretation, (5) evaluation, and (6) the creation or utilization.

It can be concluded that the creative process of critical reading is a process of reading done by someone who not only do the analysis, but also synthetic; not only understand what is written, but also implied. Based on the viewpoint of approach / pragmatic critics, the aesthetic-receptive and critical-creative in reading appreciative are doing excavation of the aspects of the extrinsic and intrinsic aspects of a literary work. It is, as stated Abrams [17] "Critics pragmatic (pragmatic criticism) saw literature as a built to reach (get) certain effects on the audience (listener, reader), either in the form of effectiveness the effect of aesthetic pleasure or education, and other effects.

Improved reading skills appreciative learning model transformation as proof texts folklore through strengthening effective form of picture books used in teaching reading in class XII SMK appreciative of Tasikmalaya. This, according to the results of the validation test of the feasibility study model transformation through strengthening folklore texts form a picture story (TTCRPBCB). Test validation of models describing the level of force, the success and effectiveness of the model, confirming the feasibility of developing models pembelajaran TTCRPBCB.

According to figures the percentage of capacity in stages appreciation. The percentage is highest at this stage of information appreciation end capabilities first experimental group 90%, and 92% the second experimental group. The highest stage there is a perception in the first and second experimental group by 85%. Stages highest conception 83 in the second experimental group. Stages 82% appreciation of the highest evaluation in the second experimental group. This means that the validation test both the experimental group with the acquisition of a percentage grade reading skills highest appreciation. Thus, the ability to read appreciative experienced a significant increase.

The percentage in the classical style of the effectiveness of the model development stage illustrated by the ability to get 92% appreciation. Ability stages appreciation of perception 85%, 83% conception appreciation ability, the ability of the appreciation of the evaluation, 85%.

C. Text transformation by strengthening shape Folklore Illustrated Story (Comics)

The literary text is a network made up of various systems, codes, and traditions that were exposed by previous literary texts. Various systems, ideas, and traditions of other texts outside of literature also berandil in constructing the meaning of a text. Similar disclosed by [18], as a process of communication, the relationship between text and reader plays two functions. First, readers bookmark relationship textual scheme. Readers compiled ties are not arbitrarily based on experience and his expectations. However, the mark based on its relevance to the textual structure. Second, the world was created for readers of literary texts from the perspective changes. Readers have a duty to connect it to match the perspective of the textual structure.

Sekaitan with 'Creation of Text' concept Riffaterre, transformation research conducted by Pradotokusumo [3] against Kakawin Gajah Mada can also be used as a handle. This study led to the theory of the origin of the application program as a script. Hipogram application of the theory used Pradotokusumo and Pudentia it is (1) expansion, (2) conversion, (3) modification, and (4) ekserp. As with Riffaterre that discusses the creation of the text via the conversion and expansion.

Riffaterre stated that the literature could be born from an earlier work called histogram[2]. A literary work may be variations and modifications earlier work. Pradopo [19] states that the basic principles of textual work can only be

understood its meaning intact when in relation to the work being hipogramnya. That is, a piece of literature that contains intertextuality is a form of response to a reader of the work that has been read. This shows that the intertextual relationship with a reception and response. Ratna [20] that histogram is the foundation for creating new works, either by accepting or rejecting.

Transformation cross shape or control this vehicle, including changes in the level of linguistic (language) and the level of literature. The level of literature includes the transformation of the media, the story, characters, characters, plot, and setting. Transformation prose into comics forms through two process steps, namely (1) the structural analysis of the classic folk tale and (2) the process of moving to the written form in the form of images (comics). The first stage related to the structural analysis of the elements forming the story.

D. Modifications in the Process of Transformation (Transfer Form) from Text to Pictures

The concept of modification Riffaterre [2] relating to the modification changes shapes and forms with modifications at the level of language and literature: (1) In a linguistic diversion linguistic level of prose into the bubble. (2) Change (manipulation) on the elements of character, plot, setting, and scenes. For example, past figures in folklore and dimetaforakan analogy with the existing characters in contemporary life. Students can creatively imagine about character / persona in the story of the past with the analogous to the character / persona today. For example, in the story "The Queen Prameswari Panembahan" with the nickname "Ambu Hawuk". The central theme is that Ambu Hawuk (because of his legs gray) woman Superhero. Figures "Ambu Hawuk" analogous to Robinhood ("Ambu Hawuk: Robinhood Tatar Sukapura"). At this stage of modification students are given the freedom to express visually figure and the figure of either the main character or characters with different attributes subordinates in accordance with the character and physical features (profiles). Thus the process of this transformation include the transformation of media, contents, figures / characters, plot, and setting.

E. Ekserp in the Transformation Process (Transfer Form) from Text to Pictures

Level and concept ekserp theoretical basis on the core story of manipulation related to the mandate and meanings that are tailored to the present. The story "Ambu Hawuk; Robinhood Tatar Sukapura" of the title "Queen Prameswari Panembahan" as the man who dared to stand against the king because the people see the state of misery induced royal stakeholders who cooperate with the occupiers. "Ambu Hawuk" manipulated like a female superhero figures like Wonderwomen and Robinhood. This story, better known students. Based on this female superhero story, the students imagine the cast of "Ambu Hawuk" whose features are similar to Wonderwomen / Robinhood. At this level of transformation occurs in making the essence of the story

elements of the mandate and values of stories adapted to the changing times. Transformation occurred media, contents, cross-culture on the local, regional, and international level. Text transformation scheme is described as follows.

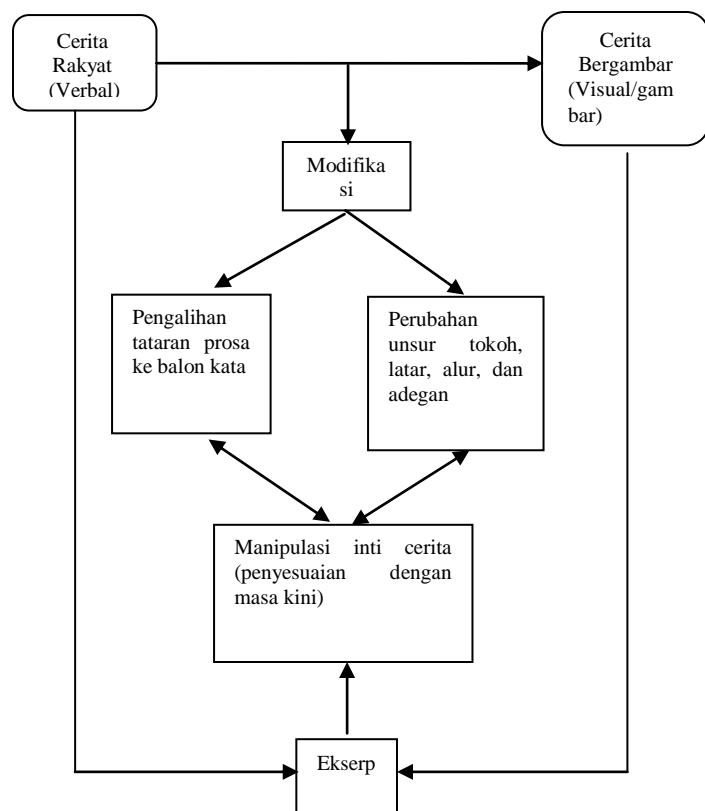


Fig.3 Schema Modification and Transformation Ekserp Text

Text transformasi activities are guided by the features of the image (corresponding character pieces scene and groove). Students creatively construct, develop, complete the word balloons, and enhance the image of characters. However, students are also given the freedom by his imagination to transform and adjust images according to interest. In fact there are students change the image manually without the aid of computer technology. There are students who sketched the first, followed by digital. and no group directly using digital. However, in general, students are able to be creative and imaginative, although not perfect.

A tool to measure students' ability to transform into folklore in the form of illustrated stories intended to measure products. In this model used the measurement of five criteria: (1) the suitability of the groove image with the storyline, (2) the accuracy of describing the character of the characters, (3) the accuracy describes the setting of the story, (4) the suitability menyusun bubble, and (5) text interpretation folklore into the picture.

From the stage of reading appreciative; designing a vehicle changes over to the story text in image form (me-

layout); then visualize into the shape of the image into a set of workable students. In the process of creative students can carry out activities demonstrated the ability to significantly above the target of 70 (70%). Stages of design and compose the image guided with features footage with the storyline "Ambu Hawuk: Robinhood Tatar Sukapura". As follows

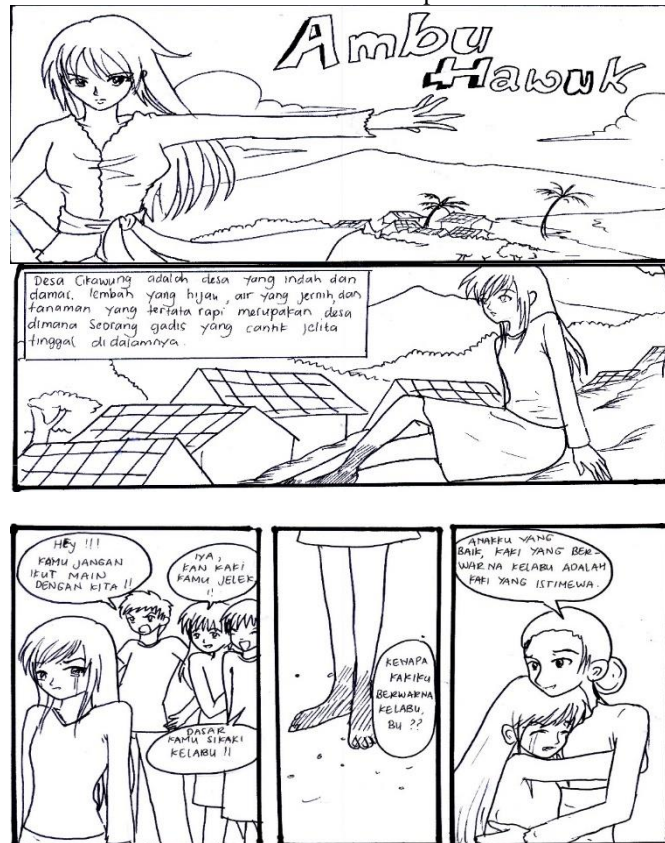


Fig. 4 Storyline "Ambu Hawuk: Robinhood Tatar Sukapura"

One example of creative text transformation products with features that panel prepared, equipped, and perfected, by the second validation test graders (class XII Skills Competency Multi Media) group "Winnie The Pooh". (Sundus N., Cahya Amalia, Cucu Setyaningsih, and Riska Santika). Based on the assessment results of the assessment indicators comic image has the highest value. In addition, the group managed to enhance digital images. Winnie The Pooh group got a score of 3 on the suitability of the image flow with the storyline. This means that (1) the flow of comics describe fully the stages of people's storyline. The second aspect score of 2. This means that (2) is able to describe some of the characters precisely. The third aspect score of 3. This means that (3) is able to describe the whole setting of the story. The fourth aspect score of 3. This means that (4) is able to compile a description/narrative precisely and is able to make a speech bubble/dialogue with the appropriate figure. 3. The fifth aspect score means (5) the quality of the resulting

neat, clear, and interesting composition form. Scores obtained 93. (93%) had already far exceeded the target (23%) of the target of 70 (70%).

Relevant research results with these advantages are 1) Student learning experience as an indicator of teaching quality by Zenawi Zerihun & Jos Beishuizen & Willem Van Os [21]. 2) A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One? By James Hiebert, Ronald Gallimore, and James W. Stigler [22].

IV. CONCLUSIONS

The test results / data analysis, we can conclude that, the learning model used TTPBCB capable and significantly improve students' skills in reading appreciative. The main objective (the learning outcomes) are improved reading skills appreciative. Indicators of achievement should be focused on the student's ability to appreciate and explore the values of life contained in folklore (social values, moral / religious, and education). Development learning model is based on objective vocational education is generally directed at vocational skill competencies and life skills in the workforce. Creative application of this model more towards practical work.

Students who are interested to pursue the field of expertise to make a picture story or comic, teachers and schools can facilitate appropriate learning programs that have been scheduled. It is, relevant to research on Components of Visual Literacy: Teaching Logos by Paul A. Alberto, Laura Fredrick, Melissa Hughes, Laura McIntosh, and David Cihak 2007, Hammill Institute on Disabilities. The results showed that the image is part of the literature to improve literacy skills.

Teachers can set your creative work space in order to excite the imagination of students practice. Of creativity product reading, the teacher directly introduced to the students that reading appreciative of the activities will produce a product picture story (comics), is not limited to reading (appreciate) the text folklore.

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